From Under Performing to

HIGH ACHIEVING!

Dr. Linda E Reksten, Superintendent Butte School District #1

DISNEY ELEMENTARY SCHOOL BURBANK, CA

Academic Performance Index Growth

1998-1999	603	
1999-2000	697	
2000-2001	776	
2001-2002	786	
2002-2003	795	
2009-2010	850	

BUSD keeps API stride

All Burbank schools score 700 or above on Academic Performance Index.

By Gary Moskowitz The Leader

BURBANK — Emilio Urioste, the principal at John Burroughs High School, knows that success on the Academic Performance Index is just the beginning.

The school, with an overall 2003 API score of 714, jumped 44 points from last year on the statewide evaluation.

"We are elated. This means is that more is expected of us. The issue now is that we are no longer your average, run-of-the-mill high school. [The API] forces you to be ready," Urioste said Friday.

The API measures school performance based on annual scores on California Standards Tests, the California Achievement Test and the California High School Exit Exam. Students take the exam in the spring. The API has been administered since 1999. The state released 2003 API results Friday.

Ten of Burbank's 11 elementary schools either met or exceeded their target scores on the index. Providencia Elementary School dropped by one point, from 748 to 747. The district's three middle schools and two high schools exceeded growth target scores.

The highest available score on the in dex is 1000. The state growth target for all schools is 800, but each school is given a growth target and student subgroup targets that they must make in order to make their schoolwide API.

Three Burbank elementary schools — Emerson, Jefferson and Roosevelt — scored higher than 800 on the index.

All but four schools in the district would be eligible to receive state awards for their performance, but because of its budget deficit, the state will not offer API awards this year, officials said.

Emerson and Roosevelt elementary schools and John Burroughs High all raised their scores by more than 40 points from 2002 to 2003.

Seven Burbank schools have raised their scores by more than 100 points since the 1999 administration of the

The state will not sanction underperforming schools. No Burbank schools participate in the state's underperforming school program, said Caroline Brumm, the district's director of student assessment and evaluation.

"We have made monumental changes in instruction and materials and interventions," Brumm said. "We have a non-Englis h speaking population of 40% or higher districtwide, and we are moving more schools toward 800."

The district, in an attempt to continue to increase scores on the index, has instituted extensive teacher training and put in place ninth- and 10th-grade reading programs and two-year algebra courses.

BURBANK UNIFIED SCHOOL DISTRICT API HISTORY

2002

2001

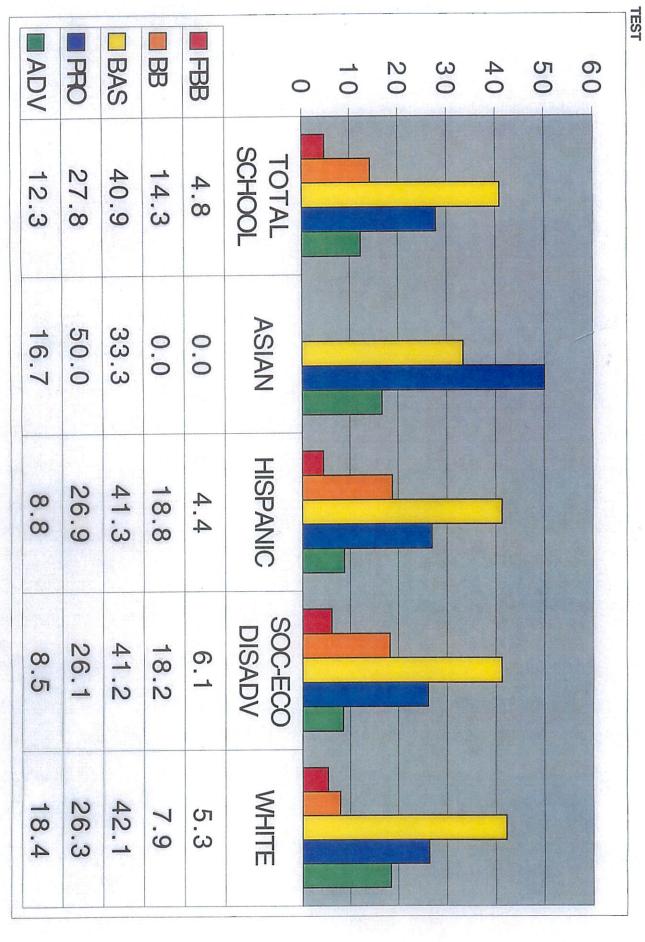
Change from

ret Harte	709	731	752	761	790	81
George Washington	700	708	708	717	735	35
oaquin Miller	642	698	711	741	778	136
Providencia	587	670	712	748	747	160
R. L. Stevenson	668	741	757	779	795	127
Ralph Emerson	708	742	751	746	805	97
Theodore Roosevelt	738	765	786	780	826	88
Thomas Edison	664	721	756	772	780	116
Thomas Jefferson	742	776	785	813	824	82
Valt Disney	603	697	776	770	795	192
William McKinley	613	644	706	719	748	135
MIDDLE SCHOOLS				514/4-3	Ve Co	
David Starr Jordan	693	685	714	720	756	63
ohn Muir	669	712	750	748	776	107
uther Burbank	653	696	699	682	718	65
HIGH SCHOOLS						
Burbank	650	653	652	671	702	52
ohn Burroughs	638	648	666	670	714	76

The highest possible score on the index is 1000. The overall, statewide target for all schools is 800 points. The scores are based on information released friday by the California Department of Education and the school district.



DISNEY SCHOOL COMPARISON POPULATIONS 2001-02



Disney School Multiple Assessments 2002-03

ASSESSMENT	TARGET	FREQUENCY	KDG	1ST	2ND	3RD	4TH	5TH	INTV	DATE SCHEDULE
K Local Test	Screening	Sept/Entry	х							Sept or at entry
K Houghton Mifflin	District Literacy Level	May	x							May
CORE Phonological Assessment	Phonological Awareness	Every 6 weeks, be- ginning mid-year	Х							Dec/Jan/Feb/Mar/May
CORE Phonological/Phoneme Segmentation	Phonemic Awareness	K,1, 2 Required 2 times per year Gr 3-5 as indicated	х	х	Х*	Х*	Х*	Х*	х	Sept/Feb/as indicated
H-M Phonics Survey	Phonics	4 times per year	х	x	х	X*	X*	X*	х	Sept/Nov/Feb/May
Dictation	Encoding and spelling	On-going	х	x	х	х	х	х		All Grades: Weekly spelling Per Spelling & Vocabulary
Critchlow	Vocabulary	End of Year *At entry to Disney	х	x	х	х	х	х		Sept/ May
Standards-Linked Writing Prompt	Writing	2 times per year	х	x	х	х	х	х		Oct/ May
Wr. Sample-local rubric	Writing/Content	5 times per year	х	x	х	х	х	х		Per grade-level standards- based pacing schedule
San Diego Quick	Reading level	4 times per year		х	х	х	х	х	х	Sept/ Dec/ Feb [End of year]
Test of Reading Fluency TORF (WCPM)	Fluency/Accuracy SAT-9 Indicator	4 times per year		X 2 Times	х	х	х	х	х	Sept/Dec/End of Year
Houghton Mifflin California Summative	Reading Comprehension	4 times per year		X End Yr	х	х	х	X	х	Sept/ Dec/ Feb [End of year]
Priority Spelling	Spelling	1 time per year		x	х	х	х	х		May
Words Their Way	Spelling level	4 times per year			х	х	х	x		Sept/ Dec/ Feb [End of year]

RETEACH, SMALL GROUP	DIFFERENTIATE LOWER:	ADD-ON, SPONGE	DIFFERENTIATE UPPER LEVEL:	HARCOURT	МАТН	SEE ATTACHED FOR DOMAINS	WRITING	FLUENCY: ALPHABET, SOUNDS	FLUENCY	COMPREHENSION STRATEGIES	VOCABULARY DEVELOPMENT	SIGHT WORDS				ALPHABET TO CVC WORDS	LONG AND SHORT VOWELS	# 1 THROUGH 5A	CORE PHONICS	PHONEMIC AWARENESS	KINDERGARTEN
RETEACH, SMALL GROUP		ADD-ON, SPONGE		SAXON GRADE 1	МАТН	SEE ATTACHED FOR DOMAINS	WRITING	MID: 50, END YEAR TEXT PASSAGE: 60	FLUENCY	COMPREHENSION STRATEGIES	VOCABULARY DEVELOPMENT	SIGHT WORDS		DIPHTHONGS & VARIANT VOWELS	CVC, LONG VOWELS, THROUGH R&L,	PHONIC PATTERNS, BLENDS, DIGRAPHS	LONG AND SHORT VOWELS	#1 THROUGH 5 F	CORE PHONICS	PHONEMIC AWARENESS	GRADE 1
RETEACH, SMALL GROUP		ADD-ON, SPONGE		SAXON GRADE 2	МАТН	SEE ATTACHED FOR DOMAINS	WRITING	BEG: 53, MID: 78, END: 94	FLUENCY	COMPREHENSION STRATEGIES	VOCABULARY DEVELOPMENT	SIGHT WORDS	MULTISYLLABIC	DIPHTHONGS, VARIANT VOWELS	EMPHASIS ON LONG VOWELS, R&L,	PHONIC PATTERNS, BLENDS, DIGRAPHS	LONG AND SHORT VOWELS	#1 THROUGH 5G	CORE PHONICS	PHON, AWARE, TO SYLLABICATION	GRADE 2
RETEACH, SMALL GROUP, POWER		ADD-ON, SPONGE		SAXON GRADE 3	МАТН	SEE ATTACHED FOR DOMAINS	WRITING	BEG: 79, MID: 93, END: 114	FLUENCY		VOCABULARY DEVELOPMENT	SIGHT WORDS			EMPHASIS ON MULTISYLLABIC WORDS	PHONIC PATTERNS	ALL VOWELS AND PATTERNS	#1 THROUGH 5 H	CORE PHONICS	SYLLABICATION, AFFIXES	GRADE 3
RETEACH, SMALL GROUP, POWER		ACCELERATE IN BOOK & BEYOND		SAXON 54	МАТН	SEE ATTACHED FOR DOMAINS	WRITING	BEG: 99, MID: 112, END: 118	FLUENCY	COMPREHENSION STRATEGIES COMPREHENSION STRATEGIES COMPREHENSION STRATEGIES	VOCABULARY DEVELOPMENT	SIGHT WORDS		WORD BUILDING PATTERNS	EMPHASIS ON MULTISYLLABIC WORDS	PHONIC PATTERNS	ALL VOWELS AND PATTERNS	#1 THROUGH 5G	CORE PHONICS	WORD BULIDING: ROOTS	GRADE 4
RETEACH, SMALL GROUP, POWER		ACCELERATE IN BOOK & BEYOND		SAXON 65	МАТН	SEE ATTACHED FOR DOMAINS	WRITING	BEG: 105, MID: 118, END: 128	FLUENCY	COMPREHENSION STRATEGIES	VOCABULARY DEVELOPMENT	SIGHT WORDS			EMPHASIS ON MULTISYLLABIC WORDS	MULTISYLLABIC WORDS	ALL VOWELS AND PATTERNS	#1 THROUGH 5G	CORE PHONICS	WORD BUILDING: ROOTS	GRADE 5

Grade Level Exit Criteria

GRADE LEVEL CRITERIA					Words Their	TEST OF READING FLUENCY			
TEST NAME	Critchlow Test	San Diego Quick	Fry Test	McLeod Test	Way	VORDS CORRECT PER MINUTE			E
	Critchlow	SDQ	Fry	McLeod	wtw	TORF	TORF	TORF	CORE Phonics
TARGET		Sight Words	Contextual	Reading	Spelling	FALL	WINTER	SPRING	Phonic
	Vocabulary	Decoding	Reading	Comp	Dvlpmnt	Fluency	Fluency	Fluency	Knowledge
		к							#1 THROUGH 5A
GRADE 1	1	1	1B	GR 2E	5	N/A	50	60	#1 THROUGH 5F
GRADE 2	2	2	2B	GR 2L	8	53	78	94	#1 THROUGH 5G
GRADE 3	3	3	3	GR 3L	10	79	93	114	GR 3 TO 5 GIVEN
GRADE 4	4	4	4	GR 4L	13	99	112	118	WHEN FLUENCY IS
GRADE 5	5	5	5	GR 5L	15	105	118	128	LOW. GOAL:199

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			П	В	Ш	M	B	Z	П	В	П	ш	ш	ш	В	В	ш	В	8	В	В	Ш
	EXIT CRITERIA		ANY STUDENT																			
CODE			1	1	-	1	1	6	2	51	2	6	2	1	2	2	2	1	1	2	2	
			TEACHER																			
LEVEL			W	П			RET IN K)RI	W			179	W		F				W	Э	RET IN 3		8
VOCAB	GR 3		GR 6	GR7	GR7	GR 6	GR2	GR5	GR7	GR2	GR7	GR 4	GR7	GR 5	GR 7+	GR 4	GR7	GR 6	GR 6	GR2	GR6	GR7
DECODING	GR 3	SEPT	ы	2	G	ω	PRIMER	4	4	1	4	4	4	သ	သ	4	6	_	2	-	1	ω
DECODING	GR 3	DEC	5	ω	8	4	2	4	57	2	5	4	4	4	ယ	ω	4	2	ω	2	ω	4
	GROWTH	CHANGE	2	_	ω	_	2	0	_	_	_	0	0	_	0	2	-2	_	_	_	2	_
CONTEXT	GR 3	SEPT	2	4	7	5	2B	4	6	2B	7	6	6	5	4 to 5	ω	7	2B	5	ω	2B	5
CONTEXT	GR 3	DEC	07	O	7	6	ω	6	7	2B	7	6	6	6	4	Oī	7	4	5	4	4	5
	GROWTH	CHANGE	ယ	_	0	_	1	2	_	0	0	0	0	_	-0.5	2	0	2	0	-	2	0
COMP		SEPT	GR 3L	GR 4E	GR 6E	GR 3L	GR 2L	GR 3E	GR 6L	GR 2E	GR 4L	GR 4E	GR 5L	GR 4E	GR 4L	GR 2L	GR 6E	GR 2E	GR 2L	GR 3E	GR 3L	GR 4L
COMP	GR 3L	DEC	GR 5E	GR 4E	GR 6E	GR 3L	GR 2L	GR 3L	GR 6E	GR 2E	GR 5E	GR 5E	GR 6E	GR 4L	GR 5L	GR 3E	GR 5L	GR 2L	GR 4E	GR 3L	GR 4E	GR 4L GR 5E
	GROWTH	CHANGE	3	0	0	0	0	_	-1	0	1	2	1	1	2	-	-1	-	ω	_	1	_
SPELLING	10 CORR	SEPT	13	11	16	13	2	12	13	ω	15	15	11	11	11	ω	19	7	4	5	4	12
SPELLING SPELLING	10	DEC	14	13	18	14	5	13	17	2	16	15	13	12	10	4	17	9	7	5	7	13
	GROWTH	CHANGE	1	2	2	1	ω	1	4	-1	1	0	2	1	-1	-	-2	2	ω	0	ω	1

San Diego Quick Assessment — Record Form

The party of the same of the same					
Name_Jose	ephine St	udent	Grad	de_3_	Date 10/29/03
Directions: Begin with a aloud in that list. Contin	list that is at least two o	or three sets backes three or i	pelow the stude more errors in a	ent's grade level. a list.	Have the student read each wor
completed, record the h	ighest grade level in ea	ch of these ca	tegories in the	spaces below.	tration level. When testing is
Independent	eprimer in	structional	rimer	Fr	ustration
Preprimer	Primer	G	rade 1	Grade :	2 Grade 3
see	you+	road		our	city
play_+	come_ V			please	
me+	not 🚽			myself	
at+	with_+			town	
run <u>+</u>	jump <u>+</u>			early	
go <u>+</u>	help +			send	
and +	is+			wide	
look_+	work war v			believe	
can <u>+</u>	are_+	. spring _		quietly	
here +	this +	today		carefully	
Grade 4	Grad	e 5	G	irade 6	Grade 7
decided			bridge		amber
served	business		commercia	al	
amazed					sundry
silent					capillary
wrecked	discussed				
improved				Y	
certainly			And the property of the party o		
entered			necessity _		enumerate
realized			gallery		daunted
interrupted	grim		relativity_		condescend
Grade 8	Grade	9	Gr	ade 10	Grade 11
capacious	conscientious_		zany		galore
limitation					
pretext					
intrigue	ritual				
delusion	momentous				
immaculate	vulnerable				
ascent	kinship				
acrid	conservatism				
binocular	jaunty				piebald
embankment	inventive				crunch

INTERIM ASSESSMENT RESULTS GRADE LEVEL MEETING GRADE 2- JANUARY 10, 2001

Grade 2 teachers attending the Grade-Level Interim Assessment meeting were Nicole Van Gorder, Grade Level Leadership Representative, Judy Doerflinger, Evelyn Orejana, Maribel Ortega, Jennifer Hunt, Cathy Robinson and Jenny Niwa, Title I. Cris Watson and Linda Reksten attended to facilitate. The meeting was led by Nicole Van Gorder.

Findings:

<u>Strengths</u>

- · Hampton-Brown phonics curriculum
- Students incoming were better prepared because of the phonics teaching they received in Grade 1
- · Some classes are having success with sight word learning activities
- · Power Reading has been a great help for the students
- Routines and adherence to time plans has had a positive effect on learning
- Enthusiasm for reading is high. Time to read within the classroom has been valuable.
- · Concerns
- McLeod test lacks what teachers think should be tested as comprehension. Seek a new comprehension measure.--Watson
- McLeod test shows weakness of language skill.
- San Diego Quick scores show weakness in sight words for some students, especially ELD students.
- Spelling

Strategies

- Use high frequency words from Rebecca Sitton and stopwatches to teach sight words.
- Explicitly teach cloze procedures. Use sticky notes over words in big books. Use Rebecca Sitton's cloze activities in centers. Jennifer Hunt offered to show her cloze center to those interested.

- Make certain routines are in place. Be strict and train students to be aware of routines and structures to save time.
- Make certain center activities are focused on the essential learnings that are targeted.
- Have grade-level criteria for spelling that indicates the spelling stage which students expected to achieve. Develop guidelines for teaching that matches the developmental levels of the Words Their Way assessment.
- Comprehension: Have students write the story elements as a summary in addition to retelling the story orally.

GRADE 2 STUDENTS BELOW GRADE LEVEL

Student

Comments/Interventions Follow-up/Responsible

VAN GORDER

Anthony Perez RW 1	IEP/RSP	POWER READ	Continue				
Stephanie Escutia L3 1		Screened Power Read Possible Retention					
Elizabeth Petherbridge 1	In Power/ Lo		Continue Van Gorder				
Sean Sturrock 1	Fluency/sigh In Power rea	t words/ADD iding/Poss. Retention	Continue Van Gorder				
Janet Rodriguez RW 1	Power Read	ing	Continue				
Frankie Aceves Fi 2	Needs Powe conference.	r Reading. Parent	Watson				
ROBINSON	comerence.						
Jazmin Moya L3 1	Attendance.	Tardy. Goes to Gr 1 L.A.	SST/Robinson				

Jazmin Moya L3	1	Attendance. Tardy. Goes to Gr 1 L.A. Poor attitude. Low math. Retention Emergency parent meeting. Vision?	SST/Robinson Doerflinger Gr 1 math/Robinso
Devin Wallace	1	Has IEP/RSP Reading, 1-1, attend.	Robinson Continue
Fidel Santos Fi	1	Decoding, fluency, comp. In Power Improving.	Continue
Esteban Castillo L3	3 1	In power. Behind in all read areas Improving	Continue
Nancy Hipolito RW	1/2	Fluency. Lacks confidence.	Power/Watson Stopwatch/Robinso
Dakota Balsam 3		Fluency. Stopwatch.	Robinson
<u>OREJANA</u>			
Michael Rosales R		n Power Reading Gr 1. Referred for Speech, SST. Retention . Attendance at F	Orejana Power
Christian Ruano RV	-	Power Read. Improving. Good at oral etell. Move to Gr. 2 Power. Had SST Retain?	Orejana Watson
Peter Morris 1		nproving. Homework problem.	Orejana
Sunisa Anguiano 1	in I	Power Reading. Improving	Continue
David Zarian RW 3	Far	mily involvement. Improving	Continue
Guadalupe Galindo	RW 3	Improving. Intervene in class	Continue

<u>ORTEGA</u>

Estanislao Calvillo L3 1 In Power Reading. 1/2 hr ind. w/ Jenny Niwa. SST. Retained in Kinder Assess/Ortega

David Miranda L1 1 Power Reading. Improving. Continue

Roxana Alonzo L1 1 Power Reading. Improving. Needs practice Continue

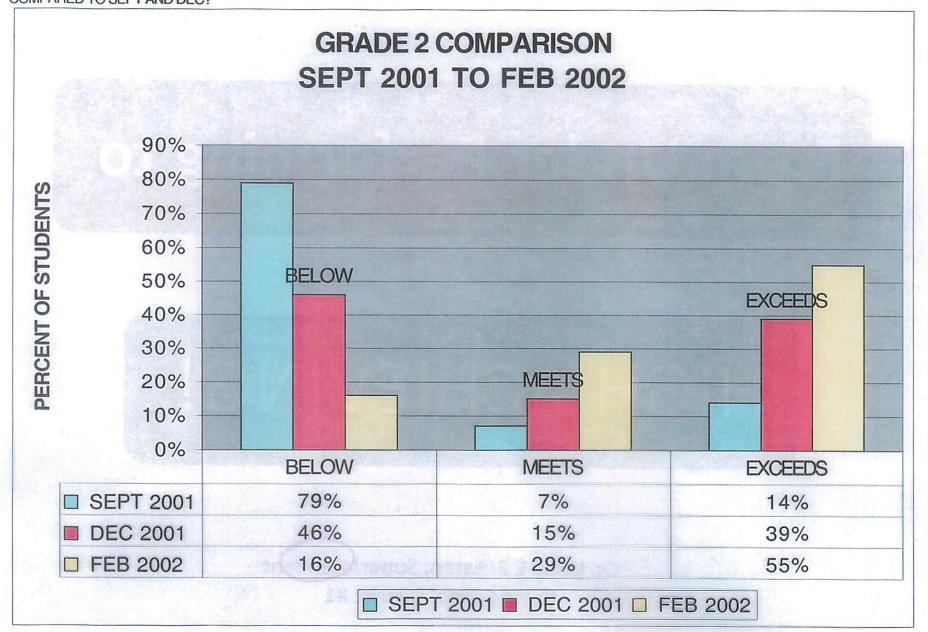
Letty Robles L2 1 Power Reading. Improving. Retained in K Continue

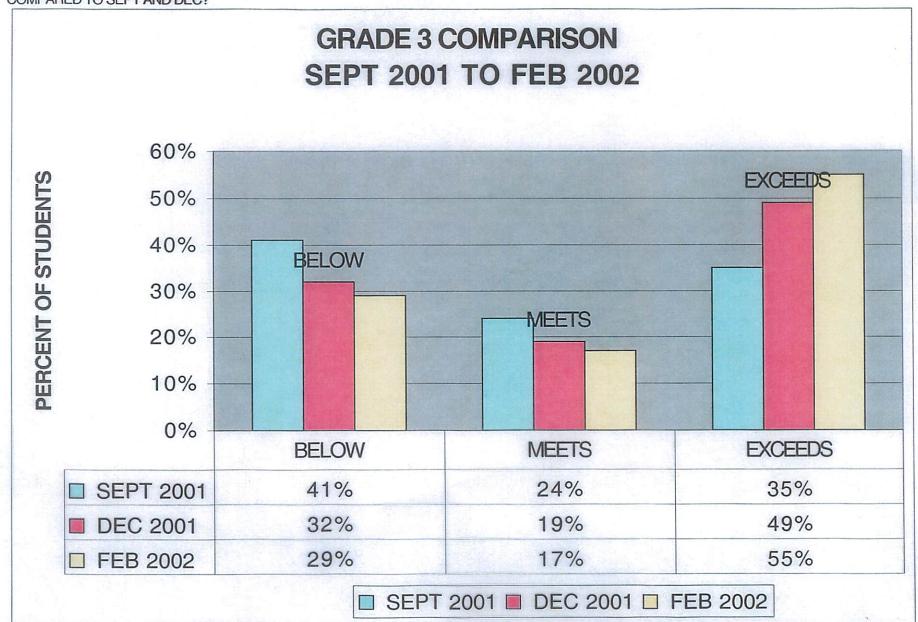
Sharis Hakoupian L1 1 Power ELD. Improving. Add Power Read Watson

Jimmy Oh L1 1 Decoding, comp. low. Improving Continue

Michelle Millan L1 1 Decoding. Struggling w/ English. Power ELD Continue

Cindi Castro L1 1 (already ready retained?) decoding, lacks comprehension, slow progress. Power ELD





DISNEY SCHOOL



